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ABSTRACT

The Work-Study Innovative Teaching Programme (WSITP) developed during 1975-1977 at Churchlands College in Western Australia proposes a developmental approach to continuous long-term practice teaching and concurrent related lecture experiences as a means of assisting student teachers in their search for personal meaning about teaching and about themselves. The program poses an alternative to the traditionally compartmentalized arrangement of personal and professional development courses via university study and distinctly separate periods of practice teaching with little or no close aid and supervision by more experienced educational personnel. The main focus of this report is on the planning, implementation, and evaluation of a pilot study of WSITP by the College and three cooperating primary schools in the Perth metropolitan region. (Author/IH)

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RESEARCH BULLETIN

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THE WORK-STUDY INNOVATIVE TEACHING PROGRAMME

Report of an Innovative Teacher Education Project

Editor: John Hammond

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Churchlands College of Advanced Education

RESEARCH BULLETIN NUMBER 4

THE
WORK-STUDY INNOVATIVE TEACHING PROGRAMME

Report of an Innovative Teacher Education Project

by

Dexter Harvey

John Hammond

Michael Feather

and

Rod McDonald

*

Editor - John Hammond

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Abstract

This report concerns the Work-Study Innovative Teaching Programme (hereafter referred to as WSITP), which was developed during 1975-1977 at Churchlands College, Western Australia. WSITP proposes a developmental approach to continuous long-term practice teaching and concurrent related lecture experiences as a means of assisting student teachers in their search for personal meanings about teaching and about themselves, and poses an alternative to the traditional teacher education model (such as the one at Churchlands) which tends to consist of compartmentalised college courses in prescribed areas of personal and professional development on the one hand, and distinctly separate periods of practice teaching on the other. The main focus of the report is on the planning, implementation and evaluation of a pilot study of WSITP which was conducted during the 1977 academic year by Churchlands College and three co-operating primary schools in the Perth metropolitan region.

PARTICIPANTS IN THE PROGRAMME

The College Staff

Dexter Harvey (Chairman)

John Hammond
Michael Feather
James Craig
Len King

The Students

Dolores Aitken
Marg Bailey
Robert Carter
Alan Cass
Pamela Copeland
Lidiya Cvitan
Pat Eastwood
Julienne Fogarty
Joanne Gray
Mary Healy
Gail McMillan
Debbie Metcalf
Rina Micalizzi
Noreen Palmer
Marlee Scheeren
Genni Swan
Alan Thompson
Joyce Walker
Lynda Walker
Kate Wilkin
John Willcocks
Thelma Wilson

The School Principals and Teachers

Stewart Bonser
Sue Burney
Helen Carlile
Elaine Day
Janet Eklund
Jenny Garswood
Marion Giglia
Alan Green
Lenard Hall
Stan Hughes
Paul Kerr
Stephan Korzec
Br. Robert Lee
Chris Martin
Phillip Moore
Margaret Napper
Jill Neale
Sue van Nieuwkirk
Sr. Leonie O'Brien
Sr. Breda O'Reilly
Genevieve Rose
Lyn Saunders
Mary Tampalini
Ronald Windsor

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PART ONE

DESCRIPTION OF THE PROGRAMME

RATIONALE AND GENERAL AIMS OF THE WSITP PROGRAMME

Dexter Harvey

John Hammond

Michael Feather

Rationale for the WSITP Programme

It may be argued that improvements in education can be brought about by spending more money building better schools, introducing new courses of study, purchasing more equipment and hiring additional and more specialised teaching staff, and indeed many attempts at primary education reform have been of this kind. But schools are also people, and it is on the interpersonal skills and insights of teachers that schools will increasingly have to depend if they are successfully to meet the challenges of the future. The rate of change in educational needs is accelerating, and teachers will need more and more to rely on personal qualities of adaptability, creative resourcefulness and the ability to implement and evaluate change.

If the change in attitudes and directions of teachers which will enable them to cope with the complex demands of future needs is to be achieved, then some change in the attitudes and directions of teacher education colleges would seem to be a necessary first step. Combs et al (1974) express it clearly: *"It is at the source of supply in our teacher preparation programme that major efforts must be directed if we are to bring about the improvements we need in education."*

Teacher education institutions are frequently criticised for the way they prepare teachers. Criticism comes from student teachers undertaking major practice teaching assignments for which they feel ill-prepared, from new college graduates experiencing unforeseen difficulties in their first year of teaching, and from experienced teachers and principals in the schools who witness all these problems at first hand. Reference is frequently made to what is seen as a serious gap between theory presented at college and practice as it occurs in the classroom. For many students this can be attributed partly to a failure of transfer from remote theory to real life, and partly to a lack of personal reference to either the teaching topic or the classroom. Colleges are also criticised for failing to produce teachers who are adequately prepared in method, or with sufficient experience of the essential everyday duties of the general class teacher; the colleges in their turn criticise the schools for signally failing to do anything to remedy the alleged deficiencies, and leaving young inexperienced teachers to fend for themselves.

Efforts at primary teacher education reform have resulted in considerable expenditures of money on new colleges, the introduction of a three year training programme, plans and adoptions of B.Ed. degree programmes, the changed balance of training and other similar moves. Unfortunately, there is a lack of research evidence to support the wisdom of these efforts.

William Taylor (1969) in a review of available research on the education of teachers, reported an absence of systematic research into process variables in teacher education such as curriculum, teaching methods and the balance of academic and professional work; neither colleges nor university departments have systematically investigated the objectives or methods of their courses, and very

little of what has been done could be classified as formal research. Richard L. Turner (1975) in an overview of more recent research in teacher education, concluded that in spite of recent improvements in research in the field, the amount of dependable information available compared to the amount needed to formulate more effective policies and practices in teacher education is "miniscule".

A meeting of international experts held at the Unesco Institute for Education in Hamburg as long ago as 1969 emphasised the need for research in the following terms: *"The conspicuous lack of useful research on the education of teachers seems to suggest that all is not well in this respect. This means that research should itself form an essential part in the activities of teacher education, to serve the two-fold purpose of introduction to an ever more important technique of discovery and of ensuring an efficient self-control of teacher education in the manner of constant feedback. Empirical research may not be the only solution, but despite the disadvantages of requiring much prior planning and setting-up of test situations it may provide the most reliable returns for many key questions about the entire infrastructure of education."*

Research is thus a crucial mission for teacher education. The lack of empirical validation for any of the current processes and practices in the professional education of teachers places teacher education institutions in a vulnerable position regardless of what their programmes or intentions may be. No professional preparation college can afford to function without a research component involved in the search for new information.

Reviews of teacher effectiveness research by Rosenshine and Furst (1971) and Dunkin and Biddle (1974) indicate that insufficient information is available on the relationship between a teacher's behaviour and student learning in the classroom to design adequate programmes of teacher education. Clearly, if any attempt to develop a teacher education programme based on present teacher behaviour and pupil performance research seems inappropriate, then an alternative direction must be sought.

One area of research which does appear to hold promise (in the context of what has so far been a signally unproductive field) is that concerned with self-concept and teaching. But before going on to consider this in detail, it is first of all necessary to give definition to the context or framework within which such research requires to be conducted.

Dunkin (1976) emphasises the importance of research continuity over an extended period of several years. Most studies to date have been concerned with the short-term examination of a limited range of variables, and there is clearly a need for a long-term approach designed to generate studies which replicate and refine what has been done before examining many variables in a variety of contexts.

Research must also look closely at the actual teacher preparation programme not only as it involves lecturers and students in colleges, but also as it affects and is affected by the teachers in schools. Teacher education is a partnership - a partnership consisting of the schools, the colleges and most particularly the student teachers - working together as a total professional community. For too long

schools have criticised the colleges and colleges have criticised the schools, with the student teacher left to make what is often an arbitrary choice between two opposing points of view. Teacher education requires teamwork not only in the preparation of teachers, but in the development of improved teacher education procedures, and it is becoming increasingly apparent that there is a need for college lecturers and teachers to work side by side.

It would seem that if any long-term research on teacher education is to take place, a necessary first step is the development of a structure or framework in natural classroom settings which provides an environment and support for developing process skills in student teachers, teachers in service and college lecturers. Closely aligned with this approach is a need for greater emphasis on the student teachers' affective development, not only in terms of teacher-pupil relations, but extended in depth to assist the student teachers in discovering personal meanings about subject matter, people and purposes, and in learning about method and about themselves.

Combs et al (1974) write about the 'self-as-instrument' concept and its application to teacher education programmes: *"Skill in teaching ... is not a mechanical matter of using the right methods at the right time. It is a creative act involving the effective use of one's 'self-as-instrument'. Preparing teachers is not a question of teaching them how. It is a matter of helping each to discover his own best ways."* The 'self-as-instrument' concept is based on perceptual psychology, which has as its major concern man's being and becoming rather than merely his behaviour. Perceptual psychology suggests that the effect an item of information will have on an individual's behaviour is determined by the degree to which he has discovered its personal meaning for him. This means that whether or not an individual will be an effective teacher depends fundamentally on the nature of his private world of perceptions rather than on shared conventional wisdom and acquired patterns of behaviour.

Since the middle 1960's some attention has been focused on self-concept and teaching. Combs (1962, 1964) wrote that self-concept is learned as a result of one's experiences. If a person views his experiences as successful then he is likely to have a positive self-concept; the converse is also true. Combs (1962) suggested: *"A positive view of self gives its owners a tremendous advantage in dealing with life. It provides the basis for great personal strength. Feeling positively about themselves, adequate persons can meet life expecting to be successful. Because they expect success, they behave, what is more, in ways that tend to bring it about."*

Garvey (1970) found that practice teachers who had received high ratings on practice teaching held positive self-concepts. Combs and Soper (1963) reported that distinctions could be made between effective and non-effective counsellors on the bases of their perceptual organizations. Purkey (1970) wrote that there is a mass of correlational evidence that ties self-concept about academic ability to pupil achievement in school. Although the above studies do not show a cause and effect relationship between self-concept and performance, there does seem to be an association. All the evidence seems to suggest that the relationship between self-concept and performance is a two-way process involving a continuous interaction, and that each directly influences the other.

Coulter and Elsworth (1976) suggest that self-concept and its relationship with professional self-concept holds promise as a criterion measure of programme effectiveness. They believe that self-concept, and how far an individual judges the self-concept goal to have been achieved, may be interpreted as an index of a student teacher's adjustment to his professional role. Coulter (1975) in a study of self-concept and practice teaching, emphasised that one criterion used to evaluate teacher education programmes should be the extent to which they depreciate or enhance a student teacher's self-concept. His study indicated small shifts in professional self-concept after only three weeks of practice teaching. Within the limitations of the study, he concluded that for some practice teachers the school practice does little to improve professional self-concept. Coulter (1975) believes that even though the exact relationship between professional self-concept and performance is unclear, directly or indirectly performance is affected.

In an innovative programme such as WSITP, which seeks to embody directions projected in the areas considered above, the one aspect of the teacher preparation programme which commends itself as the central or core component is practice teaching, for four major reasons. First, practice teaching provides the environment most suitable for developing procedures aimed at maximising the interaction of theory and practice. Second, being that part of a teacher preparation programme which most clearly demonstrates whether or not a student teacher can really teach, school practice is the best indicator of how successful the college has been in preparing future teachers, and for this reason is the most suitable setting for the establishment of a viable and continuing research programme. Third, the efficacy of both the 'self-as instrument' concept and the related notions of self-concept and professional self-concept can most reliably be investigated in the natural setting of practical teaching situations. Fourth, surveys have shown that student teachers see the practice teaching experience as the most valuable and significant part of their professional preparation programme, making it an obvious choice as the focus of a project which seeks to improve processes in the education and training of teachers.

General Aims of the WSITP Programme

The WSITP approach to the education and training of teachers advocates the use of continuous extended practice teaching and concurrent related lecture experiences as a means of helping students become teachers, rather than just being taught about teaching. Emphasis is placed within this structure on assisting the student teachers in their exploration of personal meanings about subject matter, people and purposes, and learning about method and about themselves.

Within the framework postulated above the general aims of WSITP are as follows:

1. The development of a teacher education model -

   (a) which provides a context where student teachers, teachers and lecturers can participate as a team to improve classroom instruction, school and college curricula, human interaction and personal development;

(b) where the affective development of the student teacher is given at least equal status with the cognitive development;

(c) which provides a context where theory presented in the college lecture and practice in the schools interact.

2 The establishment of a structured approach to practice teaching supervision which encourages student teachers to examine teaching behaviour by taking into account the following -

(i) the objectives of the teaching;

(ii) the beginning knowledge and skill of the pupils;

(iii) the processes by which the objectives are to be achieved;

(iv) the variables or factors likely to interact with the processes by which the objectives are to be achieved;

(v) the learning outcomes and feedback to the pupil and teacher.

3. The provision of an environment or setting structured to emphasise procedures which -

(a) enhance the student teacher's positive self-concept;

(b) may be monitored to assess attainment of the self-concept goal.

THE WSITP PILOT STUDY

John Hammond

Michael Feather

General planning and discussion of the background to the Work-Study Innovative Teaching Programme was begun early in 1975 by Dexter Harvey, John Hammond and Michael Feather, three lecturers at Churchlands College in the curriculum areas of physical and health education, music education and art education respectively (at Churchlands these three curriculum areas are subsumed into the one general area of Expressive Arts and Skills). Much of the impetus for the project came from shared dissatisfaction with the typical "flying squad" approach to teaching practice supervision, and the early stages of planning were mainly concerned with attempts to improve the supervision of practice teaching, but without considering any radical changes to the overall structure of the college programme and the placement of teaching practice within it. However, a deeper consideration of the issues involved - the gap between theory and practice, for example - led these three lecturers to believe that only a complete reappraisal of the whole teacher education process would suffice, and this ultimately led to the concept of an innovative teaching programme which would operate on a work-study basis of continuous practice teaching and concurrent college courses.

As a result of this early planning a research proposal for a pilot study of the WSITP project with a group of 20-30 students was submitted to the Assistant Vice Principal (Research Planning and Development), and in August 1976 the proposal was finally approved by the College Academic Council. Two major conditions for the pilot study were agreed upon relating to the protection of students' interests (in what was to be a trial run), neither of which could be considered unreasonable in the present operational context of the college. Their existence should be noted nonetheless, since they imply certain limitations on the full implementation of all the WSITP objectives.

The first of these conditions related to the practice teaching component of the WSITP project, which called for continuous extended practice teaching of four half-days a week throughout the school year. Within the current course structure at Churchlands the longest single period of teaching practice is that which occurs in the final year of the three-year Diploma of Teaching course, and is known as the Assistant Teacher Programme (ATP). The ATP is programmed during second semester for a period which coincides with the first ten weeks of the third term of the school year, and is quantifiably the only unitary period of practice teaching which could reasonably be equated with the WSITP requirements. For this reason it was decided to operate the WSITP pilot study on the basis of its teaching component being a direct alternative to the ATP for those students involved, which also meant that it would be available in this instance to third-year students only.

The second limitation related to formal college courses for students in WSITP. No radical alteration to the structure and content of the students' college programme of study was in fact proposed for the pilot study, although it was one of the original aims of WSITP that college courses should be developed contingent on needs perceived during practice teaching. In this instance the WSITP planning committee and the college administration were agreed that it was in the best interests of students involved in piloting a

novel programme if they were able to complete a programme of academic and professional work directly comparable to that of other student groups in the same year. In this way they would not be disadvantaged in terms of employment prospects, for example, even if the programme failed to live up to expectations.

As soon as formal approval for the pilot study had been granted, the college team of lecturers involved in WSITP was increased by the addition of James Craig and Len King, both lecturers in education at Churchlands College who had expressed an interest in the programme. The increase was considered necessary, if only to cope with the anticipated demands of school practice supervision.

At the same time, arrangements were concluded with the three schools which had agreed to participate in WSITP. Links with the schools had already been forged by college staff involved in WSITP, either during regular teaching practice, or in the course of organising college courses with a school-based component. All that remained was to confirm the names of the teachers willing to participate, and establish some guidelines towards the adoption of a policy for allocating students to classes, once their number was known.

The three primary schools involved in the WSITP pilot project are briefly described below:-

1) Deanmore Primary School - a government primary school of medium size (464 pupils) and standard closed-classroom design, situated in the established, mainly middle-class Perth metropolitan suburb of Karrinyup. A mainly traditional and teacher-oriented approach to pedagogy is used.

2) Greenwood Primary School - a comparatively new, fairly large government primary school (630 pupils), situated in the recently established, developing middle-class metropolitan suburb of Greenwood. Although the design is open area, the teaching approach again is basically traditional and teacher-centred.

3) Liwara Catholic Primary School - a newly-built, private catholic school (350 pupils), also situated in Greenwood. This school has an individual, split-level open area design, and overtly espouses open education principles in its approach to methodology.

Once a firm commitment had been obtained from the schools, an outline of the WSITP project was presented to all students then in the second year of the Diploma of Teaching (Primary) course at Churchlands College, with the result that some 36 out of a total of 320 students volunteered to participate; of these, 25 were finally selected to become the foundation group of WSITP student teachers in the following third year of their course.

Criteria used for selection were:-

(a) sufficiently sound academic progress to avoid the possibility of being unable to cope with the extra demands of WSITP;

(b) a reasonable performance on previous teaching practice sufficient to avoid the risk of compounding a previously identified serious problem;

(c) identification as a suitable candidate from the point of view of personality and temperament by one or more of the five college staff, mainly on the basis of previous personal knowledge.

At Churchlands the students in each year are divided into twelve groups (e.g. 1P1-12 in the first year) each of about 25-30 students. Selection is on the basis of an equal distribution between groups of male/female and school leaver/mature age students, and is otherwise entirely random. It was therefore administratively convenient to consider the 25 students in WSITP as one of these groups: the WSITP group in 1977 was in fact nominated as 3P1. Of the 25 students in the WSITP group 4 were male and 21 female, and 15 students had entered the course as mature age students as against 10 school leavers; this represents a slightly greater preponderance of female students, and a considerably greater preponderance of mature age students than the average in other 3rd year groups.

By the end of August 1976 the 5 college staff, 25 student teachers and 21 co-operating teachers had all been identified. The next step was to allocate students to particular classes in each of the three schools. The way this was done differed somewhat from school to school, for various reasons. At Deanmere, for example, only four teachers on the staff wished to be involved in a year-long programme, and it was felt that in any case it would be preferable if the innovative programme could be run as a relatively small unit within the context of the normal operation of the school; for this reason it was decided to allocate two students to one teacher in each of the four classes available, making a total of eight students at Deanmore. At Greenwood, on the other hand, a larger number of teachers had expressed an interest, and since the organizational policy of the school was for a number of teachers to be collectively responsible for each year level, the arrangement made was for one or two students to be associated with each such group under the supervision of one or more of the teachers; nine students in all were allocated to Greenwood. The remaining eight students were taken into Liwara school, where (perhaps because of its smaller size) the feeling was for total school involvement; for this reason, only one student was allocated to each participating class teacher, which meant that a majority (8 out of 10) of the school's teachers were involved. As far as possible, students were allowed to choose the school in which they would teach and the preferred age range of the class to which they were allocated. One member of the college team was attached to each school as co-ordinator between school and college and principal practice teaching supervisor for that school.

It was fairly late in 1976 before all these preparatory arrangements were complete. Students nevertheless had the opportunity to visit the schools and meet their respective class teachers prior to formal commencement of the programme, and consequently were able to undertake a measure of preliminary planning in the month or so before the 1977 school year was due to begin.

The WSITP pilot study commenced formal operations at the beginning of the school year in February 1977, with the students embarking on a programme of continuous weekly attendance in the schools. The pattern of attendance adopted was one of four half-days a week, beginning with afternoons in Semester 1 and changing to mornings in Semester 2; this pattern allowed for continuity of work in a given subject area for at least a semester, and (with the change from afternoons to mornings) ensured coverage of the whole school curriculum. Arrangements were made in 2nd semester for a period of full-time teaching equivalent to about five whole days.

A developmental approach to practice teaching supervision was used in which there was in effect a three person team working in the classroom; the classroom teacher, the student teacher and the college lecturer. The classroom teacher and the college lecturer assisted in the planning of a unit of work, observed implementation from introduction to conclusion, and were involved in its evaluation; through this process the student teachers received continuous assistance to build on strengths, improve weaknesses and try alternative teaching strategies. The purpose of the team approach was to encourage a mutual search on a footing of equality for more effective curricula, teaching strategies, means of evaluation and so on - teachers and student teachers together were able to examine what was being done in classrooms, and how it might be done differently or more effectively.

In association with Miles Nelson, Senior Lecturer in Science Education at Churchlands College, a three-phase supervision model was developed specifically to meet the needs of the WSITP programme. The purpose of this model was to assist student teachers in the development of appropriate personal teaching skills by the provision of accurate and objective feedback: specific competencies or teaching skills of concern to individual students were identified and then subjected to clinical observation, a process facilitated by defining certain classified areas of teacher competency for use as a general frame of reference in competency identification.

During the time not occupied by in-school experience, the WSITP students (as 3P1) followed a form of academic programme comparable in content to that undertaken by all other third-year students. At the same time, some modification to the timetabling and sequencing of course units was necessary to accommodate the half-days of practice teaching - a number of 1st semester units, for example, had to be programmed in 2nd semester for this reason.

The programme continued according to this format of continuous practice teaching and concurrent formal college courses throughout the school year, except that the in-school experience was interrupted for a three-week period in July coinciding with the college inter-semester break (an official vacation for third-year students), and ceased altogether early in November to allow for evaluation and review.

There were three distinct stages in the progression of the WSITP programme, the first stage being the shortest, lasting only for about six weeks, with the other two occupying about three-fifths and two-fifths respectively of the remaining time. The three stages can be identified as follows:

1. The first stage occurred as students settled into the schools and began to adjust to their new and challenging role, coping at once with all the demands of lesson preparation, classroom management and getting to know children, as well as personal adjustment to a new task under novel circumstances. Through meeting head-on most of the problems initially associated with learning to teach, certain specific needs came to be identified.

2. The second stage was concerned with developing ways of meeting the needs thus identified by creating structured experiences involving work mainly with individual children and small groups. Knowing that they had a firm base of co-operation from the team approach to practice teaching supervision, student teachers were able to employ a variety of instructional procedures and teaching styles. Considerable emphasis was placed on self-evaluation as a means of achieving independence, and students were encouraged to evaluate one or two of their own lessons each week.

3. During the third and final stage students began to assume responsibility for teaching the whole class, as well as independently planning major programmes of work. In other words, they had come to function in most important respects as teachers in their own right.

An important feature of planning the pilot study was that provision should be made for evaluation. The evaluation consisted of two separate approaches. One approach utilised was a qualitative assessment of WSITP through external evaluation. The external evaluation was conducted by Rod McDonald, Director of the Educational Services and Teaching Resources Unit, Murdoch University, Perth, Western Australia, whose report is incorporated with the findings of the WSITP team presented in Part Two of this report. The second approach was a quantitative evaluation of self-concept and professional self-concept changes utilising a quasi-experimental pretest-posttest design with no control group. The quantitative assessment was conducted by the authors and the study is presented in Part Two of this report.

PART TWO

FINDINGS OF THE PROGRAMME

PARTICIPANTS' PERCEPTIONS OF THE WSITP PROGRAMME

Rod McDonald

Introduction

In his monograph on teacher education in Australia, Turney (1977) has written that even the strongest critics of teacher education programmes have generally conceded that student teaching is a desirable, if faulty, part of them.

However, the search for effective methods and structures of practice teaching has bedevilled many of those responsible for teacher training courses. Borg (1975) has identified three ways in which he suggests student teaching has failed in most traditional programmes: the student teacher does not focus on specific teaching skills, but is thrust into the classroom and attempts to develop a procedure to get through the day; the student has no effective model to emulate; and the student receives little effective feedback on teaching.

In an attempt to find a more effective way of giving student teachers practical training, Churchlands College introduced the Work-Study Innovative Teaching Programme in 1977. The programme was offered on a pilot basis to a group of students in the final year of their Diploma of Teaching course.

The programme has been described in detail in the preceding paper (Hammond et al 1978). In summary, each student was attached to a particular class in one of three participating schools, and taught in that class under the supervision of the teacher for four half days per week: afternoons in first semester and mornings in second. In addition to teaching in the school, each student undertook the normal load of formal college courses. Students started work in the schools two weeks before the beginning of the college year, but did not teach during the college's intra-semester break.

One member of the team responsible for the programme was attached to each school as co-ordinator between the school and the college, and the group of students had regular meetings with the five staff involved.

The college administration gave as much financial support as was requested to enable the programme to take place; this included three hours' teaching release per week for one semester to each of the five staff members in the programme.

The college also made many modifications to the third year programme. Indeed, staff involved in WSITP commented on the co-operation they had received from the college; they clearly felt that the administration and other staff had made as many modifications as possible to the established structure, bearing in mind that it had been decided that the programme had to operate within the college's normal third-year programme.

Changes which were made included:

- the re-organization of the twelve groups of students in third year to enable the WSITP students to comprise one group;
- the alteration in the timetabling of core and elective units, and

- the re-scheduling of some first semester courses to enable WSITP students to take them in second semester when their load was lighter.

This paper reports the results of an evaluation of the programme carried out by the author, together with the findings of the staff involved in the programme. In many cases the conclusions of the evaluator and the staff involved were similar; in other cases they saw different aspects of certain areas. This paper combines all this information, with attention being drawn to differences in opinion where it exists.

Evaluation Procedure

In discussions between the WSITP team and the evaluator, it was agreed that it would not be valid to try to evaluate the programme by comparing the performance of WSITP and non-WSITP students on any dimension. The reason for this is that as the students volunteered for the programme it is unlikely that they were representative of all students in the course. The evaluation therefore concentrated on the *process* of the innovation, studying those aspects which different people (staff, students, school teachers, etc.) saw as beneficial or capable of improvement. This is by now a well accepted method (see for example Parlett and Dearden, 1977) but in this case the method by which the sample of students were selected meant that more traditional approaches to evaluation would have been invalid.

In carrying out an evaluation it is often useful to look for unintended as well as intended effects. However, in this case the resources available were modest, and it was not possible to search systematically for unintended effects.

As a first step in the procedure staff involved in WSITP explained the purpose of the evaluation of the programme to students, school principals and teachers, and to college staff who were not directly involved in the programme but taught some of the students.

Extensive structured interviews were conducted with about two-thirds of the students, randomly chosen, in small groups of two to four students. These interviews explored the students' reasons for enrolling in WSITP, their perceptions of the aims of the programme and the way it differed from the conventional programme, their time commitment, the use they made of resource materials, their opinion of the assessment, and ways in which participating in the programme had affected them.

One question that was considered quite crucial related to ways in which the programme might be improved. Although students had mentioned a number of points during the interviews it was felt that more information was needed to clarify which changes were seen by students to be most important. To this end three discussions were held using the "nominal group technique"* each with about a third of the class present.

* (The nominal group technique derives its name from the fact that although group discussion takes place at some stages of the meeting, the group of students is only "nominally" a group when members generate suggestions and indicate their relative importance.

> This technique thus combines the illuminative value of the contribution of ideas from members of a group in a non-threatening atmosphere, followed by a group discussion, with the benefit of members being able to indicate their considered preferences privately. (Delbecq et al 1975))

Meetings were also held with small groups of school teachers involved in the programme. Teachers were asked about the effects that WSITP had in the school, their perceptions of their own role and the students' roles in the school, and how the students' teaching compared with that of students in the conventional programme.

A separate discussion was also held with each school principal, and each principal and teacher was asked whether he or she would be prepared to be involved again.

Interviews were also conducted with a number of staff of Churchlands College who were not involved in the programme but were involved in teaching some of the formal courses undertaken by the WSITP students.

Finally, a questionnaire was administered to the students in the last week of teaching. This questionnaire was restricted to eliciting information which had not been gleaned in other ways: for example, it was used to follow up some ideas which had been generated in the interviews or nominal-group discussions, or to obtain information which is best suited to a response on paper. Response to the questionnaire was 100% of the class.

During the year staff involved in the programme met often, and had many formal and informal discussions with the students. They were also able to observe the students in the schools and to talk to the supervising teachers.

Student Enrolment in WSITP

Students saw WSITP as an alternative to what they described as the fairly hurried and compressed practice provided by the Assistant Teacher Programme (ATP) - the traditional practice of spending a term practice teaching full-time toward the end of their three-year training period. The reasons they gave for enrolling in the programme reflected their feeling that a year-long involvement in practice teaching would be better preparation. Advantages which they anticipated were the mixing of theory and practice, the opportunity to discuss problems with staff when they arose during the year, a more constructive and less pressured experience than ATP and a more equitable assessment of teaching. Some students were also influenced by a developing boredom with isolated study and a desire to start putting two years' training into practice. There was a feeling that venturing into a school for a whole year was exciting, whereas ATP was described by some students as terrifying.

Several students also mentioned that their decision to volunteer arose partly from the respect they had for the staff involved in the programme.

However, it is important to note that many participants in the programme - students, teachers, WSITP staff and non-WSITP staff - felt that the programme would not be appropriate for all students. There was general agreement among staff, students and teachers that screening of volunteers should continue, and that the students who are selected be encouraged to discuss problems with their supervisors to help allay any initial anxieties.

Once students started the programme their feelings, not unnaturally, underwent some changes. The most common experience was for students first to feel overwhelmed: they were placed in a school situation which was new, and this was followed two weeks later by the start of college classes and associated commitments. Staff involved in the programme reported: "At the very time when adjustments to the teaching role in school was creating its own measure of anxiety, another factor, the college course work, was added. At this point many of the students professed serious doubts about their ability to cope." In fact, two out of the 25 students changed to the traditional programme early in the year.

Students in the Classroom

Teachers who had supervised WSITP students felt that having them present in the school had a number of advantages both for the school and the children in it. Their presence as 'additional teachers' allowed smaller groups to be formed within a class where this was appropriate, helped teachers in some areas in which the student was better suited to teach than the teacher (e.g. music), brought some innovative approaches into the classroom, and allowed teachers more time to devote to lesson planning.

This would seem to suggest that teachers saw the students as performing a similar role to that played by an inexperienced teacher, and this was borne out by the teachers' comments. A small number of students felt that they had been treated as teachers' aides more often than as teachers, but 80% of the students felt that they had been given as much responsibility by the classroom teacher as they feel they should have been given.

There was an overwhelming feeling from both students and teachers that WSITP students had become very involved in the classroom and to some extent in the school - much more so than occurs with students in ATP.

A large majority of teachers felt that the programme was less disruptive to their teaching than ATP, and that the teacher-student relationship that developed was much more conducive to learning. However, both teachers and students did outline ways in which the differences in the day-to-day operation of schools and college caused problems. Although these differences are not normally noticed, they became important for this group of students who were working simultaneously in both. The lack of co-incidence of teaching periods (terms versus semesters) caused problems of continuity in students' practice teaching. The distance between Churchlands and the participating schools (7 to 10 km) imposed additional demands on students. Teachers also mentioned that there were some small idiosyncracies of students' timetables that tended

to disrupt students' classroom activities - for example, the need of some students to leave schools half an hour before the school lunch hour started and the occasional need to dash off to attend a lecture. Constraints imposed by the college timetable also made it difficult for teachers to discuss students' teaching with them as often as they wished.

One possible disadvantage seen by a number of students was that students in the programme were exposed to only a single class of school children. Although this was seen as unfortunate in some ways, it was acknowledged by students and teachers that exposure to different classes was largely incompatible with the philosophy of WSITP and therefore not possible. In general neither staff, students or teachers felt that this was a serious drawback.

However, teachers were unanimous in their opinion that the one week block of continuous teaching (i.e. five full days for one week) in the WSITP programme was not enough.

A further suggestion made by a number of students was that it might have been better to have students teach in the morning during first semester and in the afternoons during second semester (a reversal of the arrangement as it operated). Morning classes in primary schools are devoted to teaching skills, which require less preparation than the activities conducted in afternoon classes. If the order were reversed, the lessons which require more preparation would have been taken in the second semester, in which students were less pressed for time.

As a way of obtaining an overall picture of teachers' impressions, they were asked if they would be prepared to be involved again. Over 90% of those involved indicated that they would, assuming that some of the major changes suggested were implemented. Of these 90%, a few teachers expressed the view that although they would wish to be involved again, they felt that because of their personal teaching style they would benefit from being alone in the classroom (i.e. not involved in WSITP) on, say, alternate years.

All three school principals were enthusiastic about the way in which the programme prepared students for teaching, and the revitalising influence of the students' presence; all would be happy for their schools to participate again. They felt, as did college staff, that the continuous association of the co-operating schools with the college through the WSITP programme fostered co-operation in a number of areas. Presumably this was a result of the extended period that college staff spent in the participating schools: two to three half school-days in the schools each week.

It is important to recognise the necessity, especially in any innovative programme such as this, that all participants be fully briefed and know what is expected of them. For example students, college staff and teachers need to discuss what is expected of teachers in a supervisory capacity, whether it is reasonable to consider students as 'extra teachers', how much time students have available for preparing lessons, the requirements of the college timetable, and the place that the college sees students having in the schools. This need could be met by an in-service component to the course, including consultations and supervision workshops for teachers and lecturers.

Interaction between Students and Staff

In discussions with students the main recurring theme was that it was possible to acquire and develop teaching skills in a real classroom situation while being able to draw upon expert advice from staff of Churchlands. This was backed up by students' responses in the questionnaire: 86% of the class felt that the statement 'Lecturers involved in WSITP were helpful in discussing what happened at school' was 'very true' and the rest of the class felt it was 'true'.

Some advantages often mentioned were:

- getting to know children, and developing an enthusiasm for teaching them;
- the ability to see how a teachers' relationship with a class develops over a year: "If you have a problem you have to sort it out, whereas with ATP you only spend a few weeks in a class";
- the experience gained in the corollaries of teaching: e.g. preparing reports on students and awarding grades;
- acquiring general experience in teaching, and thereby gaining confidence and dispelling nervousness.

Staff - both those directly involved in the programme and those who were not - noticed that as students settled in to teaching, and developed the concerns that practising teachers have, they came to consult all staff more and more often.

Integration of Work and Study

Students mentioned a number of advantages which they felt accrued because of the concurrence of 'work' and 'study'. These included:

- the chance to try out ideas suggested in college courses;
- the fact that 'aids' made in college courses could be addressed towards an obvious and useful end; and
- the ability to translate from courses to classroom: "You're told something in an Ed. Psych. class and you think 'a child wouldn't behave like this' and then you get into a school and discover they do!" In short, students saw college become 'one big resource centre' as they gained experience in their practice year of teaching.

However, students were unanimous in their feeling that in some areas their college studies were not well integrated with their school experience. They also felt that allowance for the demands placed on them by the programme was not made by some of the staff members not involved in the programme. This may be partly due to the innovative nature of

the programme, and the fact that it was a pilot project and not yet established within the college. It seems that many staff not involved in the programme were not as aware of its demands as the students felt they should be if they were to teach WSITP students. This was identified as one of the two main problems that students saw in the programme as it operated within Churchlands College in 1977.

In contrast, a number of staff outside the programme felt that the students' classroom practice had had a beneficial effect: staff commented on students' increased motivation and sense of purpose and their increased understanding.

Both staff and students remarked that as students gained experience in teaching, they came to look at courses as practising teachers would. The students themselves differentiated strongly between courses which they considered either relevant or irrelevant to the needs of teachers in training.

However, in interpreting this it must be borne in mind that when students are involved concurrently in practice teaching and formal classes, they perceive their needs as based on their immediate personal experiences in schools: solutions will be sought to today's problems, so that tomorrow's lesson can be planned. Once the immediate needs have been met (and only then) other material of less immediate obvious relevance will be accepted as worthy of consideration.

Workload

The pattern of formal classes and practice teaching undertaken by the two groups of students is shown in Figure 1.

In brief, students in the traditional programme spent 10 weeks in full-time practice teaching - a total of 50 days. WSITP students spent 30 weeks practice teaching for 4 half-days per week, and one week teaching full-time - a total of 65 days. So the absolute difference in the amount of time that the different groups spent teaching was 15 days - a significant but not large difference - and this additional work that the WSITP students did was spread over an extra two weeks.

In discussion on their workload, students were unanimous in their feeling that large demands had been placed on them, particularly early in the year. This was remarked upon by all students and by a number of teachers, and it had been recognised by the staff very early in the year. It is natural that students who are training to teach will make every effort to do a thorough job in their first teaching experience, and it was not unusual for students to spend up to three hours per night (or alternatively all of each weekend) preparing for their school activities, in addition to their normal college workload.

Students attempted to cope with the extra workload by sacrificing other commitments, and by adjusting their study habits. An additional issue was the question of how much students were prepared to compromise their own standards of work, given that there was not enough time to do everything as well as they would have liked. Many of them were mature-age students, and a recent study has underlined the fact that they often have uncompromising standards and are most unwilling to accept second-best work from themselves (Knights and McDonald, 1977).

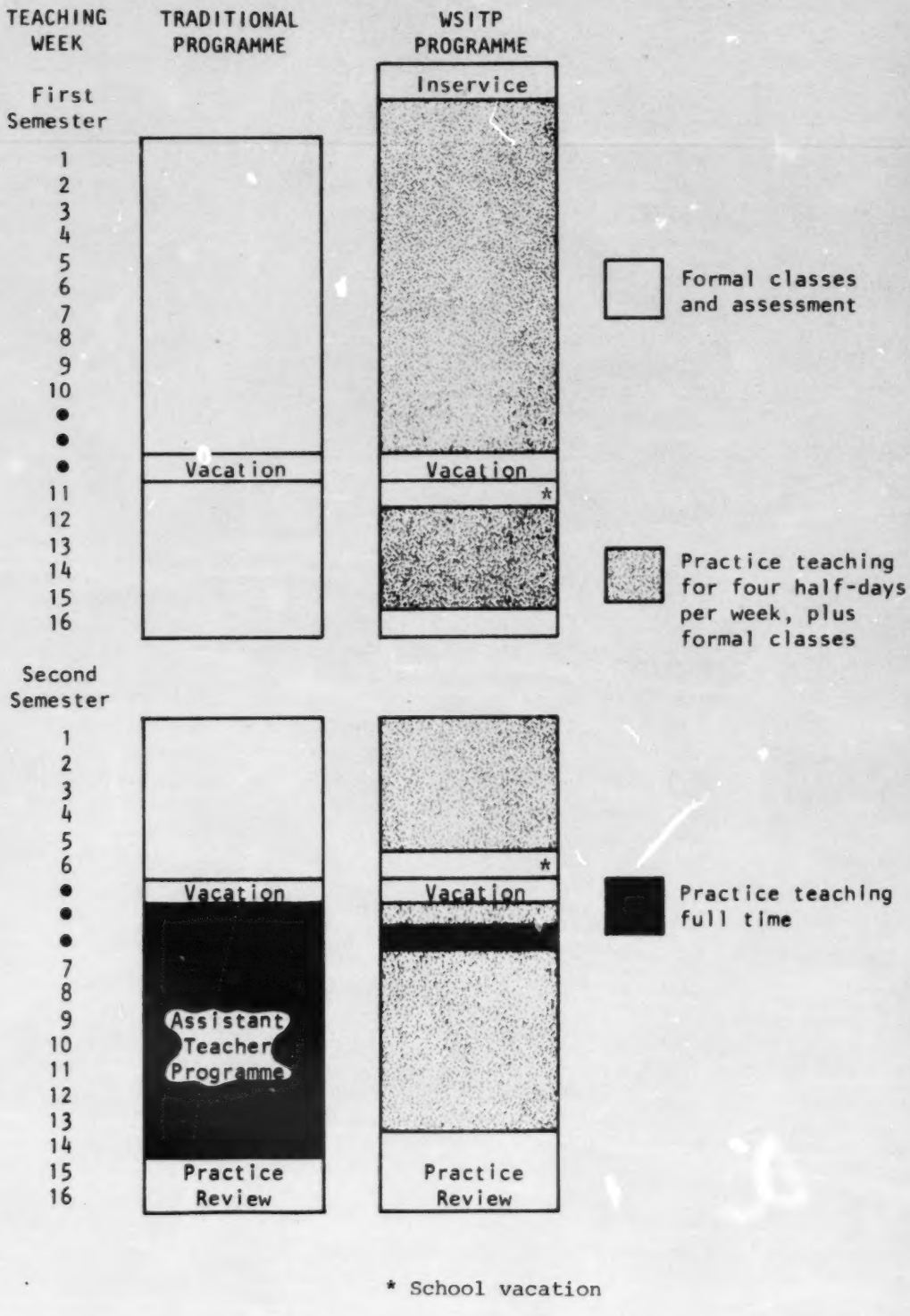
TEACHING WEEK
TRADITIONAL PROGRAMME
WSITP PROGRAMME
First Semester
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
Inservice
Vacation
Vacation
*
Second Semester
Vacation
Vacation
*
Assistant Teacher Programme
Practice Review
Practice Review
Formal classes and assessment
Practice teaching for four half-days per week, plus formal classes
Practice teaching full time
* School vacation

Figure 1

Although it was generally felt that the workload was much greater in first term than in the rest of the year, students felt that their total workload throughout the first two terms was consistently very heavy.

However, from an analysis of the relative workloads of WSITP and non-WSITP students, it would appear that the major problem in this regard is the distribution of the work required of students throughout the year rather than the absolute amount of work required. During first term, students were undertaking formal college courses, coming to terms for the first time with teaching in a classroom for an extended period, and designing lessons for the afternoon classes in schools.

It is worth noting that staff did not feel that students' workloads affected their performance in formal courses adversely. In some cases quite long extensions were granted to the WSITP group to enable them to complete assignments; in other cases students handed work in on time but obviously worked extremely long hours to do so.

Use of Resource Materials

One might have thought that as students undertook their first year of teaching, they would make ample use of the extensive library and audio-visual resources at Churchlands College. Although there was good evidence in the interviews conducted with students of their awareness of the contribution that these resources can make to teaching, their use of the college's facilities was mixed. Many of them made much more use of these resources than during previous teaching practice periods, but some felt that they would be better off making their own aids because of the likelihood of them having to do so when teaching in future years, and others felt that they could not spare the time to browse.

Participation in College Life

There was some evidence that participation in this programme tended to isolate this group of students from others in the same year. In response to the questions 'Does participation in WSITP make you feel left out of college life? Does it matter?' a few students commented that they didn't know what was going on at college as they had little free time, and what free time they had was spent talking within the group about their new-found interests in the classroom. However, virtually no students reported that they felt they were missing anything, and a number indicated that they would not have wished to participate more actively in college activities even if they had been more free to do so.

Effects on Staff

Although this paper has concentrated on the effects that the programme had on the students, it is also useful to consider its effects on staff, as described by the staff involved:

> "The WSITP experience also left its mark on the lecturers directly involved in the programme. The continuous meetings, discussions and associated sustained observations of classroom activity were all a constant spur to professional self-appraisal and a thorough overhaul of once cherished convictions. Knowledge acquired from experience of the programme exerted an increasingly powerful influence on their own teaching of college courses, with a perceptible growth in orientation towards the in-school experience. Occasionally, the intense involvement in a project adding new perspectives and changing old attitudes to the teacher-education process resulted, as it was perhaps bound to do, in a certain sense of isolation from colleagues with seemingly superceded preoccupations." (Churchlands College, 1978.)

How Well were the Aims Met?

Lastly, it is useful to consider how the students saw the aims of the programme and how successful the programme had been in achieving them.

The aims of the programme were identified in the original proposal as:

> "(i) The development of a teacher education model:
>
> (a) which provides a context where student-teacher, teachers and lecturers can participate on equal terms to improve classroom instruction, school and college curricula, human interaction and personal development;
>
> (b) where the effective development of the student-teacher is given at least equal status with the cognitive development;
>
> (c) which provides a context where theory presented in the college lecture and the practice in the schools interact.
>
> (ii) To provide opportunities for student-teachers to develop an understanding of the community served by the school and to become aware of its value in their classroom practice."

Students saw the aims of the programme to be to prepare them for the teaching profession more effectively than is done by the present system: to help them develop the necessary skills and a personal teaching style in which they would feel confident; to experience the long-term effects of pursuing their teaching style; and to improve self-confidence in teaching. (In some respects these aims are a 'students' eye view' of the aim in (i)(a) above.)

Over 90% of the students felt that each of these aims had been achieved either 'very well' or 'well', with the last aim - improving self-confidence in teaching - being singled out as having been achieved particularly well.

A subsidiary aim identified by students was similar to aim (i)(c) above: the existence of structures both within the programme and throughout the college which would enable the above aims to be fulfilled. In particular, co-ordination of teaching practice and college study ("putting theory into practice"), made college work more meaningful. Students felt that this aim was the least well achieved; in contrast to their responses concerning the other perceived aims of the programme, slightly less than 20% of the class felt that this aim has been achieved 'very well' and slightly less than 40% felt it had been achieved 'well'.

The twenty-two students in the programme were asked at the end of the course whether they would recommend it, as it has operated, to someone similar to themselves: 95% indicated that they would.

Conclusion

Finally, it is useful to summarize the feelings of the different groups of people involved in WSITP.

Staff of Churchlands involved in the programme remain convinced of its value. This carries all the more conviction when one considers that a first run through or a pilot programme is always subject to difficulties which will not need to be faced in subsequent years, and when one also considers the large amount of additional work necessary to get the programme started. Staff interviewed who were not involved in the programme also see its advantages outweighing its disadvantages.

Students remain enthusiastic and committed to the programme, despite the large amount of work required of them, and those of them who could look forward to teaching next year felt very well prepared for it. Schoolteachers and principals felt, almost without exception, that the WSITP students will be far better equipped than others to embark on teaching.

In conclusion, making a decision whether or not an innovation should continue involves the decision-makers balancing the gains of the programme against any losses in other areas. However, there is quite clearly an overwhelming feeling from staff, students and teachers that, provided some of the drawbacks arising from the integration of the programme into the college system are overcome, the innovation should be implemented as part of the regular programme.

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THE EFFECT OF A MODIFIED TEACHING PRACTICUM ON PRACTICE TEACHING SELF CONCEPTS

Dexter Harvey

Introduction

The Work-Study Innovative Teaching Programme was developed as a pilot programme to establish a structure in natural classroom settings which would provide an environment and support for developing positive self-concepts, based on the premise that an individual's self-concept develops as a consequence of his experiences with those who surround him and that, once developed, self-concept will affect behaviour. In the WSITP pilot project, efforts were directed to the developing self of the pre-service teacher to encourage development in terms of how he had learned to see himself and his relationship to his pupils, his subject matter, his administrators, his community and to the teaching profession. WSITP attempted to make teacher education practice teacher centred.

Being a pilot programme, WSITP underwent several modifications in response to identified weaknesses and needs during the course of the programme. These changes precluded any possibility of a rigid control of variables. Therefore, for the purpose of this study data pertaining only to self-concept will be reported.

During the last two decades some attention has been given to the matter of self-concept and teaching. Studies by Garvey (1970), Combs and Soper (1963) and Purkey (1970) indicate that there is a relationship between self-concept and performance, and that this relationship is reciprocal. The evidence provided in these studies is correlational and does not at this stage suggest a cause and effect relationship; nevertheless, there does seem to be an association, and this could be significant in determining the nature of a student teacher's performance during practice teaching.

Several studies have found decreases in the professional self-concept of practice teachers after a practice teaching period (Burgy 1972, Coulter 1974, Dumas 1968, Walberg et al. 1968, and Wright and Tuska 1966). Exceptions to the above findings have been reported by Coulter (1976) who reported a reversal to his 1974 findings attributed to a more supportive school environment; and Gregory and Allen (1978) who concluded that declines in professional self-concept after practice teaching were not inevitable. Gregory and Allen (1978) reported that professional self-concepts can actually be improved as a result of increasing the length of the practice teaching period with high levels of practice teacher support.

Factors within the practice teaching experience identified as contributors to a decline in self-concept were: the quality of supervision (Burgy 1972); the transition from idealism to reality and practice teaching in a secondary school (Wright and Tuska 1966); subject taught in the school and amount of time co-operating teacher spends in the classroom (Dumas 1969); conflict between personality needs and role demands (Walberg et al 1968); and the rate of induction into practice teaching (Coulter 1974).

Factors within the practice teaching experience which were identified as contributors to an increase in professional self-concept were: gradual induction into practice teaching (Coulter 1976); number of

pupils taught per class (Walberg et al 1968); length of practice teaching period and practice teacher support (Gregory and Allen 1978); and subject discipline taught (Dumas 1969).

The above factors lend support to the concept that practice teaching is more than placing a pre-service teacher in a school. Practice teaching may have a greater impact on the future of a teacher than it has been given credit for.

Method

Measuring self-concept begs the question "Self-concept in relation to what?" Since WSITP was concerned with the developing self in relation to teaching, this study attempted to determine practice teachers' perceptions on how well they were achieving certain teaching behaviours. The teaching behaviours were four of the five (Clarity, Flexibility, Enthusiasm and Task-Oriented) identified by Rosenshine and Furst (1971) as potentially salient teacher behaviours contributing to pupil learning. The number of behaviours examined was limited by the availability of instruments suitable to collect the necessary data. A semantic differential scale developed by Coulter and Elsworth (1976) was used in this study.

The students in WSITP completed a semantic differential instrument developed by Coulter and Elsworth (1976) to measure professional self-concept. The self-concept scales were designed to measure seven dimensions of teaching behaviour (Clarity, Orderliness, Creativity, Warmth-Supportiveness, Energy-Enthusiasm, Non-Conformity and Global Satisfaction) for each of four concepts related to self-concept - Myself (Actual), Myself as I would like to be (Ideal), Myself as a Teacher (Actual) and The Teacher I would like to be (Ideal). It should be noted that the seven dimensions of the Coulter and Elsworth (1976) scale were based on the four salient teacher behaviours (Rosenshine and Furst 1971) mentioned earlier in this section.

WSITP ran for two 16 week semesters. The semantic differential scale was administered on three occasions: the first one week prior to the start of the programme, the second at the end of the first 16 weeks, and the third at the end of the programme. Although there were 22 students in the programme, because of conflicts in scheduling only 18 students completed the semantic differential scales three times.

The analysis of variance with differences accepted as significant at the .05 confidence level was used to compare the means for the three test sessions. When the analysis of variance reported a significant difference, Duncan's New Multiple Range test was used to compare the three means.

Results and Discussion

Mean scores for Professional Self-Concept (Actual) along with the respective variance ratios for each of the three test sessions on each of the seven dimensions of the semantic differential are shown in Table 1. The results show that there were increases on all seven dimensions. Although the increases were small, with significance reported on only one dimension - Clarity, it is important to note that

Table 1 : Mean Scores on Professional Self-Concept (Actual and Ideal) for Three Test Sessions

Dimension	Pre-Test	Midterm Test	Post-Test	Variance Ratio
Professional Self-Concept Actual (Myself as a Teacher)				
Creativity	16.23	15.39	16.78	2.25
Orderliness	32.50	32.61	34.78	1.72
Warmth-Supportiveness	36.50	36.94	38.22	2.74
Satisfaction	15.61	15.61	16.78	1.00
Clarity	19.39	20.61	22.06	7.72*
Energy-Enthusiasm	29.83	30.00	30.39	.22
Non-Conformity	22.67	23.61	25.17	2.21
Professional Self-Concept Ideal (The Teacher I Would like to Be)				
Creativity	20.56	20.44	20.11	1.07
Orderliness	38.83	39.67	38.83	1.10
Warmth-Supportiveness	39.06	40.61	40.50	2.12
Satisfaction	19.17	18.83	18.33	1.55
Clarity	24.44	24.06	24.67	.73
Energy-Enthusiasm	33.50	33.22	32.44	1.13
Non-Conformity	27.93	29.56	29.44	1.50

*p (2, 34df) $<$ .05

students' professional self-concepts (actual) did not decline over the course of their involvement in WSITP. On the dimension Clarity (Table 2) the mean for the post-test was significantly greater than either the midterm test mean or the pre-test mean. The midterm test mean was not significantly greater than the pre-test mean. This indicates that the students viewed themselves as being significantly better at the end of WSITP in their ability to present ideas.

Since this explanatory study does not provide the specific information for cause and effect, one can only speculate the reasons for the results. Several factors may have contributed to the overall increase in professional self-concept (actual). One such factor may have been the WSITP emphasis on self-assessment of teaching. Practice teachers in WSITP were assisted in developing skills for self-assessment of teaching. Self-assessment was continuously assisted and encouraged to enable students to observe their teaching realistically and to make modifications when necessary. It would appear that any improvement in professional self-concept depends on the ability accurately to assess oneself carrying out the professional act. It is logical to assume that the more frequently one realizes improvement in teaching - particularly self initiated improvement - the more likely it is that there will be an increase in professional self-concept (actual).

A second factor that may have contributed to the increases in professional self-concept was the strong enthusiasm for teaching held by the students in WSITP. According to McDonald (1978), students volunteered for WSITP because they viewed it as a better preparation for teaching plus their urgency to get out and use the ideas and skills they had gained over the past two years of their training. Even the knowledge in advance of the heavy workload did not deter them from volunteering. The expectation of a better preparation and enthusiasm for teaching may have played a part in their professional self-concepts at the end of the programme.

A third factor that cannot be neglected is group cohesion and the feelings generated; whenever a group of people is formed, certain allegiances develop. WSITP students were scheduled for college classes as an intact group, worked together in the schools and according to McDonald (1978) spent a good deal of their free time talking among themselves about their classroom experiences. It is quite possible that WSITP students saw themselves as unique and, as a result, superior in their ability to teach; this feeling would be reflected in their professional self-concepts (actual).

Several components of WSITP have been identified as conducive to improving professional self-concept. WSITP students received a gradual induction to teaching through a graduated increase in class size and subject load (Coulter 1976, Walberg et al 1968); WSITP students received regular teacher and faculty supervision (Dumas 1969); WSITP students received a long practice teaching experience (Gregory and Allen 1978); and WSITP students received continuous support in their planning, teaching and evaluation in the schools (Gregory and Allen 1978).

The length of the practice teaching session and the quality of practice teacher support may be the two most crucial factors in practice teaching. During the first 16 weeks the students in WSITP were requested

subjectively to rate at least two lessons they taught each week. The rating was quite simple - a lesson was rated on a scale of zero to eight which represented a continuum from failure to a perfect lesson. Students were requested also to list the positive factors of the lesson, as well as any changes they would make if they were to teach the lesson again. During the first six weeks of the programme practice teachers consistently tended to perceive their lessons as being much poorer than did either the classroom teacher or the college supervisor. Practice teachers' self-ratings indicated that they saw themselves as not doing too well.

Coincident with the low student self-ratings, supervisors noted that WSITP students were encountering difficulties with teaching methods and evaluation of pupil learning. Practice teachers who wished to use certain teaching methods found a serious gap between what they thought would occur and what actually did occur. The source of the problem was that practice teachers did not have the skills mastered to put the methods into practice and evaluate pupil learning. In short, many things were occurring in the lessons that students did not have the skills to identify, or they were not skilled in 'reading the feedback' in the classroom. According to Kass and Wheeler (1975) it is *"through experience the teacher gains skill in conceptualizing what he is doing in terms of its classroom consequences"*. Further, they suggest that such awareness appears to be a prerequisite for professional development. The typical solution selected by practice teachers to solve the problem was to resort to a lecture/worksheet lesson they felt confident in using. This approach is understandable, since it is a solution to an immediate problem and meets a need. However, with patient and careful supervision, practice teachers did develop the skills needed to use their chosen methods and at the same time avoided using the lecture/worksheet lesson. With the learning of the new teaching and evaluation skills came a dramatic improvement in self-rating.

The first six weeks was labelled the 'Adjustment Period' by WSITP supervisors. This was the period during which practice teachers gave themselves the lowest self-ratings, and also it was the period when they were most anxious about their abilities to teach and at the same time cope with the demands of WSITP. The 'Adjustment Period' was the transition from idealism to reality which Burgy (1972) found very important in relation to self-concept.

Following the first six weeks, WSITP students were much less anxious and they saw themselves more realistically in their teaching roles. Two interesting questions arise about the adjustment period. First, will the length of the practice teaching session without adequate supervision overcome this role adjustment? - and second, without supervision what repertoire of teaching skills will practice teachers have? These are important questions that can be answered only with further research. It is worth noting that if the six week adjustment pattern evidenced in WSITP is common to practice teaching, then practice teaching sessions less than six weeks in length may do little to improve professional self-concept.

It is impossible from this exploratory study to pinpoint any one or two factors that lead to the increase in professional self-concep' (actual); no doubt the increase was due to many different factors.

The important points are that a small increase did occur within the course of WSITP and declines did not.

Mean scores for Professional Self-Concept (Ideal) along with the respective variance ratios for each of the three test sessions on each of the seven dimensions of the semantic differential are shown in Table 1. The results show slight decreases on the dimensions Creativity, Satisfaction and Energy-Enthusiasm and slight increases on the dimensions Orderliness, Warmth-Supportiveness, Clarity and Non-Conformity. In no case was any increase or decrease significant. Despite the increases and decreases, on six of the seven dimensions (not Clarity) the post-test mean was smaller than the midterm test mean. This would seem to indicate a gradual adjustment in Professional Self-Concept (Ideal) to come more closely to that of the Professional Self-Concept (Actual). The changes in Professional Self-Concept (Ideal) may be due to an acceptance of the reality thus leading to adjustments in aspirations.

Table 2 : Duncan's New Multiple Range Test Comparing Means from Professional Self Concept (Actual) on Dimension Clarity

	(1)	(2)	(3)	
	A	B	C	Shortest Significant Ranges
Means	19.39	20.61	22.06	
A 19.39		1.22	2.67	$R_2 = 1.40$
B 20.61			1.45	$R_3 = 1.47$

	A	B	C

$p < .05$

Mean scores for Self-Concept (Actual) along with the respective variance ratios for each of the three test sessions on each of the seven dimensions of the semantic differential are shown in Table 3. The results show that there were increases on all seven dimensions. Although the increases were small, with significance reported on only one dimension - Orderliness, it is important to note that students' self-concepts (actual) did not decline over the course of their involvement in WSITP. On the dimension Orderliness (Table 4), the post-test mean was significantly greater than the midterm test mean and the pre-test mean. The midterm test mean was not significantly greater than the pre-test mean. This significant increase may be attributed to the fact that students found the programme to be very demanding in terms of the amount of work they were required to do. Upon completion of the programme students may have considered themselves more highly organized individuals than they originally considered themselves.

Table 3 : Mean Scores on Self-Concept (Actual and Ideal) for Three Test Sessions

Dimension	Pre-Test	Midterm Test	Post-Test	Variance Ratio
Self-Concept Actual (As I See Myself)				
Creativity	15.50	15.50	16.61	2.52
Orderliness	31.50	32.06	34.33	4.43*
Warmth-Supportiveness	25.33	36.55	36.67	1.94
Satisfaction	15.94	16.72	16.50	1.20
Clarity	18.72	19.78	20.39	2.72
Energy-Enthusiasm	28.44	30.11	29.78	2.46
Non-Conformity	23.39	24.00	25.83	2.32
Self-Concept Ideal (Myself as I Would like to Be)				
Creativity	20.28	19.83	20.22	1.26
Orderliness	37.22	38.78	38.56	1.84
Warmth-Supportiveness	39.39	40.11	40.22	.96
Satisfaction	19.61	19.06	18.72	2.10
Clarity	23.56	24.00	25.06	2.58
Energy-Enthusiasm	32.83	32.94	33.39	.60
Non-Conformity	27.56	27.78	28.06	.12

*p (2, 34df) < .05

Table 4 : Duncan's New Multiple Range Test Comparing Means from Self-Concept (Actual) on Dimension Orderliness

	(1)	(2)	(3)	
	A	B	C	Shortest Significant Ranges
Means	31.50	32.06	34.33	
A 31.50		1.56	2.83	R_2 = 2.07
B 32.06			2.27	R_3 = 2.18

	A	B	C
p .05			

Self-concept (actual) is considered highly resistant to change over a short duration. Some studies (Wright and Tuska 1966, Walberg 1968, Dumas 1969) reported that declines in self-concept occurred during the first year of full-time teaching. The fact that WSITP was extended over the period of a full year with no declines in self-concept but instead actual increases, may have some important implication in terms of the kind of support first-year teachers receive. Although this study does not provide the necessary information, it is possible that the extended year-long practice teaching experience with practice teacher support may have aided students to become more independent and competent to overcome their teaching difficulties, with the result being an increased resistance to declines in self-concept during their first year of training.

One cannot look at self-concept (actual) without considering the people in the group. Nine of the eighteen students in this study are mature age. These mature age people have had considerable experience as parents and/or considerable experience in the work force. It is quite possible that the mature age people with their experiences would be less liable to have declines in self-concept (actual), and furthermore would have a stabilizing effect on the younger students. For many of the mature age students returning to college was a new opportunity, and their success as a result of hard work in practice teaching and college study may have contributed to actual increases in their self-concepts.

Garvey (1970) reported that students who attained high ratings on practice teaching tended to have more positive self-concepts. The WSITP students attained higher practice teaching grades (McDonald 1977) than did the rest of the third-year students. The increases in self-concept are in line with Garvey's (1970) findings.

Many of the factors discussed under Professional Self-Concept (Actual) are apropos to Self-Concept (Actual) in addition to the factors discussed above. A visual inspection of Tables 1 and 3 shows that Professional Self-Concept (Actual) and Self-Concept (Actual) remain very close over the three test sessions.

Mean scores for Self-Concept (Ideal), along with the respective variance ratios for each of the three test sessions on each of the seven dimensions of the semantic differential, are shown in Table 3. The results show slight decreases on the dimensions Creativity and Satisfaction and slight increases on the dimensions Orderliness, Warmth-Supportiveness, Clarity, Energy-Enthusiasm and Non-Conformity. In no case was any increase or decrease significant.

A visual inspection of Tables 1 and 3 reveals that means for Self-Concept (Actual) and Professional Self-Concept (Actual) remain very close over the three test sessions.

Conclusion

Based upon the foregoing findings and within the limitations of this study, the following conclusions seem justified:

(i) student teaching under the conditions of WSITP tends generally to be associated with a more positive professional self-concept;

(ii) student teaching under the conditions of WSITP tends generally to be associated with a more positive self-concept;

(iii) although it is impossible to identify the specific factors from this study, WSITP in general appears to be supportive enough during practice teaching to minimize negative changes in professional self-concept and self-concept in general.

Further Discussion

The basic purpose of this study was to obtain information relative to the practice teacher's affective development - namely, self-concept relating to self and teaching. The findings of this study suggest that the WSITP model was successful in its efforts to foster student teacher self-concept. Although self-concept was improved, the study did not provide evidence relative to the factor or factors contributing to the success. The authors suggest that future research efforts be directed to answering the following questions:

- What kinds and amounts of practice teacher support are necessary to improve self-concept?
- What effect does personality of the practice teacher have on self-concept?
- Which programmes are most effective with different personality types?
- To what extent can the experiences of professional education careers and the realities of teaching be brought closer together?
- What is the optimum length of a practice teaching session?
- What kinds of supervision are necessary?
- How lasting are any changes resulting from a practice teaching experience?
- Are teachers with positive self-concepts more effective?

RECOMMENDATIONS AND CONCLUSIONS

John Hammond

Michael Feather

Rod McDonald

Dexter Harvey

The recommendations which follow show the changes and/or improvements which present experience suggests would be beneficial to any future implementation of WSITP. This is the first stage of what is hoped will be a continuous process of review and refinement.

The major recommendations are:

1) Far greater consideration should be given to student workload. Students make every effort to do a good job of teaching as well as a good job of their college work, and considerable vigilance must be exercised to see that workloads do not exceed tolerable limits. To this end, it is very important from the outset to delimit the teaching experiences that the student teachers have in the schools so that the whole of the time spent in schools is not considered as being available for teaching. It is also important to make sure that practice teaching remains on a relatively small scale during most of first semester, with a larger proportion of time working with small groups. These measures are essential if students are to give equal time to college work as they do to teaching.

2) Even with a reasonably balanced workload situation the initiation stage of the programme will for most students inevitably be associated with high levels of anxiety. It is important that considerable discussion occurs between student teachers and their supervisors to help them survive this difficult period.

3) To ensure that all participants in WSITP appreciate fully its implications before embarking on the programme, there is a clear need for a more extended preliminary in-service component. This should include on-going consultation at all levels, supervision workshops for teachers and lecturers and a substantial programme of school visits for student teachers.

4) Care must be taken to see that schools understand the full implications of the programme - it has taken some teachers a long time to see that WSITP is not simply a modified Assistant Teacher Programme. Schools must be encouraged not to plan special programmes dependent on the additional teaching staff which the students provide when any such undertaking should properly come from student teacher initiative in consultation with college supervisors.

5) WSITP may not be a suitable undertaking for all students, and some need for effective selection procedures is clearly indicated. It is recommended that an interview be held with each volunteer after a careful study of his or her previous work record and achievement in terms of college grades. The records will indicate whether there has been an adequate foundation of previous performance and the interview will

provide information about such matters as ability to work under pressure, health, work habits, family responsibilities, etc. which can be used to assist students in making a realistic assessment of what they may be capable of in relation to the demands of WSITP. The interview will also provide an opportunity to make sure that all volunteers understand the full implications of WSITP and the amount of work involved.

6) In an innovative programme like WSITP, care must be taken to see that appropriate evaluation procedures are available. Methods of assessment associated with the traditional programme do not always adapt very well to an experience which may not only have different objectives, but uses other ways of achieving even those objectives which are the same. Staff involved in an alternative programme are often sensitive to the possibility of disadvantaging the students who are not in the programme by favouring those who are, which frequently results in the paradoxical situation that students in the programme are set much higher standards of achievement and are themselves disadvantaged. There is a need for WSITP to develop its own standards of evaluative criteria within the general context of the overall college programme.

7) In respect of the three different approaches to organizing a team for each classroom, the one where two student teachers were associated with one teacher was considered the best by the WSITP lecturers. This arrangement provides the student teachers with a very desirable form of mutual support and, with two students in the classroom, the teacher can more easily be free to supervise a student teaching or for consultation with the college lecturer. In addition, a supervisor's role can be significantly reinforced by one student providing useful feedback for the other.

8) It is important to consider that when practice teachers are involved in a programme which has practice teaching and college lectures occuring concurrently, practice teachers will come to college classes with needs based on their immediate personal experiences in the schools; solutions to today's problems will inevitably take precedence, so that tomorrow's lessons can be planned. College classes must be sensitive to these needs, and be prepared to meet them. Once the immediate needs have been met then (and only then) other material which may not be needed by the practice teachers until a later date will be accepted by them as worthy of present consideration.

9) The final recommendation concerns the integration of WSITP into the college structure. This recommendation is considered to be crucial: virtually all previous suggestions for ways in which the programme could be made more effective are so directly related to this issue that measures taken to secure its implementation would include and/or facilitate most of the other recommended changes or improvements. The greatest possible co-ordination between college courses and practice teaching is therefore strongly urged for WSITP.

In the view of the authors, this integration could best be achieved by developing WSITP as a self-contained module operating independently of the regular programme, with its own co-ordinated team of college lecturers responsible both for practice teaching and for associated compulsory and elective units of college course work. In this way the true integration of theory and practice would be accomplished; course units would grow from needs identified in real teaching situations on the one hand, and teaching and learning objectives for the classroom from college-based workshops and discussions on the other. Inappropriate timing and the unnecessary duplication of college course work and assignments would be avoided, and the resultant substantial rationalisation of the workload situation would alleviate many of the pressures felt by WSITP staff and students during the pilot project.

Conclusions

The qualitative and quantitative findings support the WSITP structure. Although the data do not indicate specifically which aspects of WSITP are most salient in promoting self-concept and teacher effectiveness, the evidence available suggests that procedures adopted during the course of the pilot study were successful in promoting achievement of all the major WSITP objectives.

The establishment of a research-oriented structure involving lecturers, trainees and teachers is in line with original stated intentions. Irrespective of the actual findings, the fact that the projected research study was carried out is the most significant consideration in this regard in that it is evidence of an organizational framework capable of supporting a viable and relevant research programme.

The findings of WSITP, as well as previous substantial research, suggest that certain features of WSITP should be incorporated in any practice teaching experience. These features are:

- a practice teaching period longer than six to eight weeks;
- practice teaching supervision which is aimed at improving the pupil teacher relationship;
- strong supervisory support and encouragement, especially when practice teachers try something new to them (the supervisory support should be in a form which assists the practice teachers to develop the appropriate skills);
- self-analysis by practice teachers of their own teaching performance, leading to self-initiated changes in teaching behaviour;
- practice teaching experience which is a gradual induction - leading from small group teaching accompanied by self-analysis, directed classroom observation and reduced number of classes taught per day to continuous involvement (whole days) with the full class;

- assistance for practice teachers in facilitating their role adjustments during practice teaching.

A more general conclusion arises from the fact that WSITP was developed as an alternative to the traditional teacher education model, both as represented at Churchlands College and elsewhere; this has important implications at a time when there is increasing doubt about the efficacy of most established forms of teacher preparation. The success of WSITP represents a challenge to teacher education orthodoxy.

In conclusion, there is no doubt that the overwhelming majority of participants in the programme remain firmly convinced of its value. College staff as well as the teachers and principals involved have had an opportunity retrospectively to compare WSITP with the regular programme and are, if anything, even more committed; the students, most of whom are now teaching, have firmly identified the WSITP experience as a superior form of preparation for their first year of teaching. This reinforces McDonald's (1978) finding that the overwhelming majority of the participants in the WSITP pilot project felt that, assuming that it is possible to overcome some of the drawbacks arising from integration of the programme into the college system, the implementation of the innovation should be completed. Furthermore, there are no intrinsically supportive factors in the programme at Churchlands College - or in Western Australian primary schools for that matter - to suggest that the WSITP structure could not with benefit be incorporated in the programmes of other teacher education institutions or within other educational systems.

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